

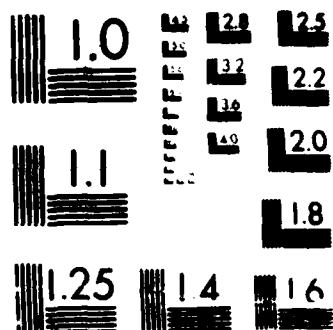
BASIC TRAINING: A FORMER BATTALION COMMANDER'S  
PHILOSOPHY(U) ARMY MAR COLL CARLISLE BARRACKS PA  
E H HENRY 23 MAR 87

UNCLASSIFIED

F/G 5/9

**■**

[illegible]



MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

AD-A100 223

**STUDENT  
ESSAY**

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

BASIC TRAINING:  
A FORMER BATTALION COMMANDER'S PHILOSOPHY

BY

COLONEL EDWIN H. HENRY

DISTRIBUTION STATEMENT A: Approved for public release; distribution is unlimited.

23 MARCH 1987

DTIC  
SELECTED  
90 14 100  
E



US ARMY WAR COLLEGE, CARLISLE BARRACKS, PENNSYLVANIA

A180 226

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Basic Training: A Former Battalion Commander's Philosophy		5. TYPE OF REPORT & PERIOD COVERED Individual Essay
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) COL Edwin H. Henry		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS US Army War College Carlisle Barracks, PA 17013		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS Same		12. REPORT DATE 23 March 1987
		13. NUMBER OF PAGES 28
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		15. SECURITY CLASS. (of this report) Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution is unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This paper is about command in the "training base." It is not a paper of "do's" and "don'ts" nor does it contain specific directions for doing things. Instead, it presents the command philosophy of one former training battalion commander through a selected number of subjects normally associated with command. The subjects addressed are those considered most important in a survey of ten former and present training battalion commanders. In general, the philosophy is soldier-oriented with emphasis on the importance of the command climate, communications, teaching subordinates, responsibility, (CONTINUED REVERSE SIDE)		

DTIC  
SELECTED  
MAY 14 1987  
S E D

87 5 12 140

BLOCK 20 CONTINUED:

honesty, and training and caring for soldiers.

USAWC MILITARY STUDIES PROGRAM PAPER

BASIC TRAINING:

A FORMER BATTALION COMMANDER'S PHILOSOPHY

An Individual Essay

by

Colonel Edwin H. Henry

Colonel Edmund J. Glabus, IN  
Project Advisor

**DISTRIBUTION STATEMENT A: Approved for public  
release; distribution is unlimited.**

US Army War College  
Carlisle Barracks, Pennsylvania 17013  
23 March 1987



Accession For	
NTIS GRA&I	
DTIC TAB	
Unannounced	
Justification	
By	
Distribution/	
Availability Codes	
Dist	Avail and/or Special
A-1	

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

## ABSTRACT

**AUTHOR:** Edwin H. Henry, COL, AV  
**TITLE:** Basic Training: A Former Battalion  
Commander's Philosophy  
**FORMAT:** Individual Essay  
**DATE:** 23 March 1987 **PAGES:** 26  
**Classification:** Unclassified

This paper is about command in the "training base." It is not a paper of "do's" and "don'ts" nor does it contain specific directions for doing things. Instead, it presents the command philosophy of one former training battalion commander through a selected number of subjects normally associated with command. The subjects addressed are those considered most important in a survey of ten former and present training battalion commanders. In general, the philosophy is soldier-oriented with emphasis on the importance of the command climate, communications, teaching subordinates, responsibility, honesty, and training and caring for soldiers.

## **BASIC TRAINING: A FORMER BATTALION COMMANDER'S PHILOSOPHY**

The purpose of this paper is to provide one officer's philosophical views addressing a limited number of subjects that may be beneficial to officers selected to command in the "training base." The paper is not intended to be all encompassing--many important subjects are not addressed. It is not a "how to" paper or a list of "do's and don'ts." Not all will agree in total with its content but, hopefully, it will create thought by those selected to command our newest soldiers.

The handbooks listed in the bibliography are outstanding in content and recommended as professional readings for those who are about to assume battalion command. These books, written by former battalion commanders and published at the US Army War College, contain different philosophical views and specific suggestions, ideas and concepts concerning how to approach battalion command. In this paper, I have attempted to avoid duplicating their writings to the maximum extent possible, however, since many of my views are the same, some similarities may appear.

My philosophy of command has been meshed together over 27 years of military service and is a reflection of my experiences gained during enlisted service to the rank of staff sergeant and officer service to the rank of colonel. Thus it is a philosophy that, for the most part, is a patchwork and not totally original. Having served under several outstanding



commanders, I have adapted their successes to my leadership style to form the base for a command philosophy that has worked successfully for me. Although expressed here in a training base environment, it would serve me regardless of the level or kind of command.

In an effort to narrow the scope of this paper, I surveyed ten former and present basic training battalion commanders to identify the most important areas that a new commander should consider at the beginning of a command tour. Although the survey provided the subjects in this paper, the philosophical views expressed are strictly my own and do not necessarily reflect those of the surveyed officers or official US Army doctrine.

## COMMAND

The opportunity to command, regardless of the type or level of command, is special. Not only are the opportunities to command few in number, but the responsibilities of command are great. Leading and caring for soldiers is almost sacred in my mind. Command is not easy; hard work and sacrifice are often required. In a peacetime Army, command should not only be rewarding, it should be fun. A similar effort and attitude should be instilled or developed in subordinate commanders. If any of this is missing, discussion and appropriate coaching is essential to identify, determine the cause and solve the problem. Commanders owe their best efforts to their soldiers.

## TRAINING COMMAND

There are no commands more rewarding than those in the training base. To be a part of the transition of young civilians into disciplined motivated soldiers, to watch their development over a relatively short period of time, and to see their confidence and happiness and the smiles of their parents on graduation day is a tremendously gratifying experience. Equally rewarding is the association with NCOs who are among the sharpest, most disciplined and most dedicated in the Army. Additionally, commanders in the training base have the opportunity to identify shortcomings in one cycle, the challenge to correct those shortcomings and improve training in an immediate follow-on cycle, and the satisfaction of seeing the problem solving process work in exceptional fashion over a relatively short period of time.

## THE SOLDIER AND THE MISSION

During a military career, you often hear others talking about taking care of soldiers. Most are sincere; a few are not. Some are simply talking what they believe to be "the party line," perhaps in hopes of enhancing their own careers. A few will do whatever is necessary to look good--even at the expense of their soldiers. Those people are not genuine and they are not good leaders. Officers or NCOs who fit this category should be identified and given an excuse to seek another profession or, as a minimum, removed from the training base.

The strength of our Army is and has always been our soldiers. The history books are full of the heroic deeds of privates, sergeants and lieutenants who, when the chips were down, took some form of positive action. They charged machine gun bunkers, fell on enemy grenades to save their buddies, or safely led their men on patrols and through fire-fights. This strength is possible because our soldiers have minds of their own and they have the ability to think. They do not need to be "broken down" in basic training and "built back the Army way." They do need leadership that cares about them.

If the leadership is smart, it will further develop the minds of its soldiers. It will keep them informed, ensure that they understand objectives, and help them attain our standards of excellence. Those that do not measure up should be discharged; those that misbehave should be properly disciplined.

My brigade commander expressed his philosophy with regard to soldiers this way--"treat a soldier like you would want to be treated if you were in the soldier's shoes." Although that was my philosophy, I had never expressed it in those simple words. Immediately, his words became my words.

Our soldiers, especially those in basic and advanced individual training, want discipline, good training and the opportunity to become skilled soldiers. This coincides exactly with the mission of the training base which is to graduate soldiers who are motivated, physically fit, disciplined, and skilled in basic soldier tasks and the fundamentals of soldiering.

With regard to the mission, my philosophy--often stated--was "accomplish the mission by doing things the right way, to the best of your abilities, and with the safety and welfare of our soldiers foremost in your minds."

#### COMMAND CLIMATE

To a great degree, the philosophical views and leadership style of the commander determine a unit's command climate. As an officer moves up the chain of command, his philosophy and actions affect more people. On the other hand, as one moves down in the chain, the smaller the number affected but the degree of effect is greater on that number because of increased daily contact.

On my graph, the "number affected" axis and the "degree of effect" axis cross at the level of the battalion commander. Argumentatively, this is the optimum level with regard to influencing the command climate for personnel at unit level. This is especially true in the training base. Although trainees identify more with their company during the short training cycle, the cadre identify more with their battalion. This is because of the small cadre strength assigned at company level and the fact that most activities, outside the daily "foxhole" training requirements, center on the battalion.

While the company commanders and their cadre are the front line trainers, the battalion commander sets the tone across the entire spectrum of activities and greatly influences the satisfaction and professionalism of the company

cadre. A successful battalion commander's actions are guided by the knowledge that subordinates, officers and enlisted, want to work in a command where they feel needed, are convinced that they are making a contribution, function without fear, and believe that their views are heard. If these needs are satisfied, the cadre become more professional in all that they do.

In a peacetime Army, a commander can order subordinates to do a job or perform a task, assuming that the order is lawful. But the commander cannot make subordinates perform a task in an outstanding fashion, satisfactory being acceptable. Although there are times when orders are appropriate, the challenge to the commander is to create a command climate where subordinates want to be outstanding and have pride in their unit. This effort does not lessen professionalism or discipline but instead, enhances both and enables good units to do most things well.

#### CHAIN OF COMMAND

The chain of command must work effectively in training units as in any other kind of military organization. It ties together senior leadership and support to subordinate leadership and capabilities. When it fails, problems are bound to occur.

A strong chain of command depends on several intangibles but foremost are trust, honesty, care and good two-way communications. Its effectiveness can be measured by how well it gets things done and how well it takes care of soldiers, both

their training and their welfare.

The chain of command should set the example in all that they do, both on and off duty. This should be normal behavior but periodically, subordinate leaders need to be reminded, especially those that are young and relatively inexperienced. Expectations of the chain of command apply equally to the command sergeant major and the first sergeants. Although not formally in the chain of command, they represent the pinnacle of success and serve as role models to junior NCOs and soldiers at the lower ranks.

#### COMMUNICATION

Effective two-way communication between a commander and subordinates is essential to building the bonds of mutual trust, respect, confidence and understanding that form the basis of discipline and cohesion in a unit. In an environment where communication is effective, subordinates want to talk to their commander. They feel free to express their concerns, opinions and recommendations. When mistakes are made or problems occur, they report them without fear.

In basic training, there are several communication "chains" available to the commander that are outside the chain of command such as the NCO chain or the command sergeant major chain. Additionally, there is direct communication between a commander and higher staffs, between a commander and unit cadre members, and between a commander and the trainees. A commander should use all of these in getting things done but must command through the chain of command. For example, a commander may

give instructions directly to a drill sergeant, but if another level of the chain of command is to be held responsible for carrying out the instructions, the communication must also be placed at that level in the chain of command.

The chain of command is in the problem solving business and it must know what the problems are. In solving problems, communication must occur in the chain of command at least to the level appropriate for resolution. In some instances, it will be necessary to go above the resolution level to keep higher commanders informed. This is often a fine line and one that can be troublesome for junior leaders.

My subordinate commanders were told to always put themselves in the position of the next higher commander and determine if they would want to be informed about a particular situation. If yes, then pass the information up the chain of command. If in doubt, always pass the information up. This is made easier in a command climate where communication is good.

#### **BATTALION GOALS**

The use of goals is a good technique in giving direction to a battalion and in assessing progress. Care should be taken to avoid "overloading the plate" and turning the exercise into a "paper drill." Because the training battalion is relatively austere in both personnel and equipment resources, it does not need extraneous goals with supporting programs that distract from its basic mission of training and caring for soldiers.

The goals of a battalion should support its mission. Worthwhile goals include those that improve the battalion's capabilities to train or those that upgrade the unit's facilities. Because the battalion is a part of a larger military organization, goals that support its higher headquarters are also important.

After careful consideration, the commander should establish the battalion's goals. The goals should be clearly written and distributed. They should be discussed with cadre members during "NCO calls" and in off-cycle seminars so that they are understood. Additionally, the goals should serve as a reference for company commanders as they continually assess their areas of responsibility.

A list of battalion goals (focus), published approximately 30 days after my assumption of command, is attached as an enclosure. With minor changes made on two occasions, this list of goals served my command for 26 months.

#### TEACHING SUBORDINATES

A great deal of the battalion commander's time is focused on teaching company commanders how to plan training, conduct training, improve training, manage training time and attain meaningful results. With few exceptions, five year time-in-service captains do not have the experience to do these things well, at least initially.

The best way to teach company commanders is to ask specific hard questions about their training, both before scheduled training and during the conduct of training. When



the answers are unsatisfactory, the battalion commander gives guidance, suggests better ways, and encourages initiative. He also emphasizes the standard for acceptable performance when necessary.

The outstanding company commanders learn fast; those less than outstanding require additional help. The goal is to help company commanders attain a level of excellence where they have a major impact on the quality of training conducted in their units.

With NCOs, the focus is on teaching responsibility. Although most are outstanding soldiers, some are young and inexperienced. They must learn that there are different kinds of responsibility and all are important. Included are responsibilities that come with a soldier's rank and duty position; responsibilities inherent in the mission of training and caring for subordinates; responsibilities that are tasked to an individual soldier; responsibilities that an individual volunteers for; and responsibilities associated with off-duty conduct. The goal is to raise their level of awareness and cause them to act in a responsible manner all of the time.

#### THE COMMAND SERGEANT MAJOR

During my battalion command, I had the misfortune initially of having a professionally weak command sergeant major followed by the good fortune of having an exceptionally outstanding command sergeant major. Thus my philosophy concerning the use of the command sergeant major comes from the

perspective of having experienced both frustrating and fun relationships.

The command sergeant major is the senior enlisted trainer in the battalion and his focus should be on training and NCO professional development, not on grass cutting, police, and carpentry. He is an advisor to the commander on all matters pertaining to enlisted soldiers (and unofficially, on young officers too). He is the top assistant and confidant to the battalion commander. Their relationship is based upon mutual respect and trust. If all these things are not true, then the optimum results will not be achieved.

Because of the relatively small staff in a training battalion, the command sergeant major becomes intimately involved in a wide range of activities. Similar to the battalion commander, he has to be in many places. Rarely are the two seen together--perhaps in the early mornings, at mid-day, late in the afternoon and maybe when crossing paths in the field. Whenever they are together, they exchange information and keep each other informed.

The command sergeant major's position is often misunderstood by company commanders. Some have difficulty understanding the relationship between the battalion commander and the command sergeant major. They often fail to recognize the value of the command sergeant major's counsel, both to the battalion commander and to themselves. This needs to be overcome and it can be through teaching, coaching, or counseling. Success is achieved when the company commanders start going to the command sergeant major for advice and

assistance.

## PROFESSIONAL DEVELOPMENT PROGRAMS

Officer and NCO professional development programs are essential. Good programs not only increase competence but are valuable in building cohesion. Commanders must give attention to these programs, not lip service.

The command sergeant major runs the NCO program with guidance from the battalion commander. Subjects should be a combination of those oriented to the mission and those that promote the individual NCO's professional progression. In conducting the program, the command sergeant major has a large pool of talent to draw from. In addition to that available in the battalion, there is the higher command sergeant major chain, experts on the brigade and post staffs, and visitors to the post.

The often-heard complaint on a training post that "there is never a good time to get all the NCOs together at one time" is an excuse for a "hit and miss" program. The program is too important for excuses. A good unit will give it priority and schedule time on a regular basis.

A good officer program will be led by the battalion commander. There is a great deal to teach young officers and once they begin to learn, they will appreciate the program.

In addition to speakers from the higher chain of command and staffs, the commander can obtain material from Army schools (Fort Leavenworth, both C&GSC and CAS3; the Army War College; service schools). Excellent subjects to teach in-

clude the problem-solving process, the decision making sequence, how to present information and decision briefings, how to write effectively, the various writing formats (disposition form, military letter, non-military letter, memorandum, fact sheet, message, decision paper), and lessons learned from history's battles. Advance readings improve those sessions oriented to discussions. Military Qualification Standards II (for lieutenants) can be made a part of the program as well as Military Qualification Standards III (for captains), soon to be published.

## TRAINING

While all of the training subjects covered in basic training are important, some are essential to producing a good soldier from the training base. Above all, soldiers graduating from basic training must be able to accurately shoot their basic weapon, they must be in good physical condition, and they must be disciplined soldiers.

The key to good training in rifle marksmanship is to make experts out of the drill sergeants. In addition to serving as safety NCOs, they must be able to teach the basic principles and good shooting techniques to their soldiers while on the firing line. A newly assigned drill sergeant cannot do this without additional training, either from the committee training group or from recognized experts within the unit.

A good physical fitness program is planned and led by the company commander. The first sergeant and all drill

sergeants are daily participants, leading and encouraging their soldiers. For maximum effectiveness, the program must be consistent and challenging to the soldiers.

Discipline is training. It must occur at all times--during physical fitness training, on rifle ranges, on bivouac, in garrison, and during all the other training activities.

Care must be taken to avoid the negative impacts associated with the repetitive nature of cyclic training. The tendency to do things exactly as they were done in the previous cycle can lead to boring, unimaginable and ineffective training. To avoid this, the commander must encourage and acknowledge training cadre initiatives in seeking better training methods.

The company commander and first sergeant are the key trainers at the company level and they must be involved. The first sergeant has several administrative and garrison responsibilities but must find the time on a daily basis to visit training, observe the performance of the drill sergeants, make suggestions for improvement, and in general, keep a finger on the pulse of the unit. The command sergeant major adds a great deal of experience to the training effort and must be out in the field observing and suggesting improvements in both training activities and drill sergeant performance.

Throughout basic training, training is intense. Time must be allotted for trainees to maintain their personal gear, write letters, call home, and recharge for the next week. Likewise, cadre members need time with their families

and the opportunity to relax. To this end, a policy prohibiting training on Sundays will greatly improve the training environment.

## STATISTICS

Statistics are a fact of life. They are maintained at every level of the Army. In the training base, they are maintained in all the functional areas, most noticeably in the area of training. If there is a problem, it is not that statistics are maintained, it is how they are used. They should not be used through the chain of command to bring pressure on a subordinate to produce some number as a measure of success. They should not be emphasized or appear to be overly important; if they are, the wrong signal may be sent to the training cadre--one that could lead to an integrity problem. We do not want to place a subordinate in a compromising situation where cheating might be considered a viable option.

In reality, the emphasis on statistics will vary from post to post. Hopefully, commanders and staff at all levels will use them principally as a management tool. For battalion and company commanders, statistics are but one indicator (although a good one) of success or potential problem areas.

Whether a commander knows what caused a high training statistic or a low one is more important than the number itself. If a unit completed extra reinforcement training that may have caused high marks in basic rifle marksmanship, then that training should be evaluated and, if worthy, repeated and shared with others. On the other hand, low marks

during an end-of-cycle test may have been helped along by low temperatures and freezing rain on the day of testing.

For better analysis, statistics for a particular cycle should not be evaluated in isolation but compared to the same area of training in a unit's previous three to five cycles. If the trend is steadily downward, excuses wear thin; if the trend is steadily upward, progress is probably being made; and if the change is abrupt, there is probably a reason. Changes in training may or may not be appropriate.

My practice was to ignore a unit's training statistics until after completion of a training cycle. My philosophy--stated time and time again--was "don't worry about statistics, do things right and to the best of your ability, and statistics will take care of themselves."

A commander can make the best evaluation of training by being actively involved and by making daily on-the-spot evaluations of his unit. One of the best measures of how well a unit has been trained is not some number but how well the soldiers perform at their graduation ceremony--are they standing tall, looking proud, sharp in their drill and ceremony, disciplined, or are they sloppy and moving their extremities about when they are supposed to be at attention?

Bottom line, training commanders should direct their training, not manage statistics. If training is done properly, good statistics will follow.

## COMPETITION

Competition is an American way of life. Our whole system of government and its economic system revolve around competition. We, as individuals and as groups, grow up and live our lives competing in some fashion. And we compete in the Army.

In basic training, competition can be a useful tool in urging soldiers to achieve high standards or to do their best. But allowed to run unchecked, it can creep into a unit in excessive amounts or forms that become detrimental, both to the mission and to the soldiers. In its extreme, competition can place integrity at risk.

Competition to be the best (as measured by some statistic) could lead to a situation where fatigue jackets of soldiers are exchanged and a good marksman shoots for a poor one or a physically strong soldier does push-ups for a weaker soldier.

In garrison, competition to have the best platoon area (to win the first sergeant's award) could lead to a situation where soldiers are awakened an hour earlier than normal first-call (to meet the platoon sergeant's demands for improvement).

Denied their rest, soldiers may eventually fail at training, either from not grasping the training or worse, one falls victim to an accident.

As a general rule, competition against a standard is far superior in basic training than competition between units (there are exceptions). If four platoons meet the first sergeant's standards in the billets, then there should be



four winners, not just one.

Commanders must continually evaluate the forms and amount of competition in their units to ensure that balances are met and desired results are being achieved. It is better to give remedial training to a poor marksman than to have a situation that fails to recognize the need. The requirement for orderly barracks must be balanced against the needs of training. At some point, there is a balance that achieves optimum results in both areas. This same rationale applies to other areas in basic training where competition is often used.

#### **FRATERNIZATION**

With regard to fraternization, the chain of command should be intolerant of officers or NCOs who take advantage of their authority, rank and experience to impose themselves upon a subordinate for sex, financial gain, or other personal favors. Incidents of this kind are gross violations of good order and discipline. For those incidents that are substantiated, the offending cadre member should be appropriately punished and removed from the training environment. If a trainee is a cooperating participant, he or she should be punished and considered for elimination under the Initial Entry Discharge Program.

Key to eliminating incidents of fraternization, or at least reducing them to a minimum, are: the attitude of commanders and senior NCOs regarding incidents of this kind; quick but thorough investigations following reported viola-

tions; swift, firm, and fair disciplinary actions in those cases substantiated; and supervision of training and garrison activities by the chain of command, senior NCOs, charge of quarters and other junior leaders. There are usually visible indicators that fraternization is about to occur or is occurring in a unit. For example, discipline between a drill sergeant and a trainee is relaxed to the point that the trainee is no longer required to be at the parade-rest position when addressing the drill sergeant. Behavior such as this is a signal that discipline is not being maintained. If the entire command is alert for indicators of this kind and functioning in a healthy command climate, most fraternization incidents can be prevented or stopped short of serious damage to the unit.

#### PHYSICAL/VERBAL ABUSE

In addition to fraternization, the training command must guard against physical and verbal abuse of trainees. The training hours are long, the training environment is often stressful and a few of our newest soldiers severely test the patience of the cadre, but none of this is justification for abusing a soldier, either physically or verbally.

In addition to stress, there are probably a few cadre members who still believe that they have to be "tough" to instill discipline in a soldier. They have not yet learned that discipline is not a product of fear. If these people exist in a training unit, they need to be identified and removed from the cadre.

It is imperative that the chain of command, senior enlisted trainers and other cadre members closely supervise the training effort, always alert for the signs that usually precede incidents of this kind. A drill sergeant "picking" on a trainee or a drill sergeant showing obvious stress over a prolonged period are signs that trouble may be forthcoming. Whatever the cause, ignorance or stress, those who abuse soldiers must be appropriately punished.

#### STAFFS

The staff in a basic training battalion is extremely austere. Although a great deal is done at the battalion level in support of the training companies, the battalion commander is heavily dependent upon brigade and post staffs in accomplishing the training mission and in providing for soldiers.

Because the battalion staff is small, staff related requirements to include taskings, suspenses, reports and meetings are often handled personally by the battalion commander simply because there is no one else available to do them. Although the battalion commander does not have direct control over higher staffs, he can still be a major influence in establishing sensible policies in these areas through good relations with higher level staff members and, when necessary, through the chain of command. In all of his actions with higher staffs, the battalion commander must set a positive team-oriented attitude that avoids any possibility of a "we versus they" syndrome developing.

Under best conditions, taskings are reasonable, equitable and coordinated through a single staff agency at each level of command; a sensible policy with regard to suspenses is established and adhered to; reports are periodically reviewed to eliminate duplication, redundancy or information requirements that serve no useful purpose; and meetings involving the training units are avoided during prime training time to the maximum extent possible.

A staff, regardless of its command level, should always coordinate any action being worked, understand the guidance, keep the facts straight, look for better ways to do things, use common sense, help subordinate units, and be responsive to commanders. In reality, staffs do a pretty good job at this but occasionally, they get caught up in their own problems, lose sight of their purpose, and have to be reminded.

In order for higher staffs to do their jobs, subordinate level commanders must clearly state their requirements and be reasonable in their expectations. Equally important, a battalion commander's attitude that brigade and post level programs are important and must be supported is key. Continually resisting requirements or failing to act in a timely manner is detrimental to good relations and the unity of team effort that is important on any training post.

#### **MAINTENANCE--FACILITIES AND EQUIPMENT**

The condition of a unit's area, facilities and equipment is a strong indicator of how well the unit performs its training mission and takes care of its soldiers. This is espec-

ially true in basic training where these things are home to the soldier. Cleanliness and operability are essential to good order and discipline, good training and caring. Broken training aids are of little value; areas that need cleaning or policing and broken things in facilities are unacceptable.

The dining facility, troop billets, classrooms, dayrooms, offices, arms rooms, supply rooms, and storage areas must be kept in a good state of maintenance and cleanliness. Appropriate areas should be made physically attractive.

Units must have viable self-help programs, especially if they are housed in old facilities where breakage occurs often. Generally, self-help programs range from outstanding in some units to poor in others. Broken or inoperable doors, windows, lights, commodes, sinks, showers, washing machines, dryers, and dayroom items are common in those units who are without good self-help programs and waiting on "the system" to repair these things. They clog the post level support with their requirements, thus delaying the repair of those things that are truly above a unit's ability to fix. A commander should periodically survey his units and give a boost to those lagging behind.

Equipment must be maintained to remain operable. Key to this effort is proper storage when not in use. A commander must routinely check the storage areas and raise standards whenever necessary. In a supply room or other storage area, a commander should be able to open container doors and inventory its content without physically moving a single item. If this can be done, equipment and supplies are probably clean

and properly stored. A standard such as this enhances property accountability, an important responsibility of a commander.

## CONCLUSION

In this paper, I have attempted to present my philosophical views on some of the more important areas associated with command in the "training base." In my effort to narrow the scope, several important subjects have not been addressed. Even so, it is my hope that my views on those subjects presented will stimulate thought and prove helpful to those about to assume a training command.

Command of a training battalion is both a demanding and a rewarding assignment. It presented me with the opportunity to influence the lives of more than 10,000 young soldiers and to lead a dedicated cadre of officers and NCOs in a tremendously important mission. I would not trade the experience for any other.

#### 4TH BATTALION FOCUS

- + IN ALL THAT WE DO, PRACTICE
  - TRUST AND CONFIDENCE
  - RESPONSIBILITY
  - INTEGRITY
  - CODE OF ETHICS
- + IMPROVE KNOWLEDGE AND SKILLS OF FRONTLINE LEADERS (THE TRAINERS)
  - PREPARATION FOR SQT
  - SQT (EVALUATION)
  - RAISE LOW GT SCORES
  - PHYSICAL FITNESS (PERFORMANCE & EVALUATION)
  - WEAPON QUALIFICATION (PERFORMANCE & EVALUATION)
  - COMMON TASK TESTING (EVALUATION)
  - INSTRUCTOR TRAINING COURSE
  - ATTENDANCE AT VARIOUS SCHOOLS (CAREER PROGRESSION)
  - COUNSELING (REQUIRED - AS NEEDED - DOCUMENTED)
  - LEADER SEMINARS (CYCLE BREAK)
  - CLASSES

## FOCUS (CONTINUED)

### + PARTICIPATE AND DO WELL IN ALL BRIGADE AND POST ACTIVITIES

- CEREMONIES
- SPORTS
- SOCIAL
- OTHERS

### + MINIMIZE PERSONNEL TURBULENCE

- SENIOR DRILL
- PLATOON SERGEANT
- ALL DRILL SERGEANTS

### + IMPROVE APPEARANCE OF FACILITIES

- BILLETTS
- DINING FACILITY
- HEADQUARTERS, SUPPLY AND ARMS ROOMS
- BATTALION AREA (HOME OF OUR SOLDIERS)



## BIBLIOGRAPHY

1. Brown, Lloyd K., LTC, et al., The Battalion Commander's Handbook for Commanders of TRADOC Battalions 1983.  
Carlisle Barracks, Pennsylvania: United States Army War College, June 1983.
2. Moellering, John H., COL, et al., Battalion Commanders Speak out--An Anthology on the Philosophy of Command.  
Carlisle Barracks, Pennsylvania: United States Army War College, 1977.
3. Pellicci, Jack A., LTC, et al., The Battalion Commander's Handbook 1980. Carlisle Barracks, Pennsylvania:  
United States Army War College, June 1980.

END

6-87

Dtic